

DOCUMENT RESUME

ED 211 703

CE 030 946

AUTHOR Kimball, Laurel
TITLE Learn in the Community. How Parents Can Help Children Learn Basic Skills. Community Proven Practices II.
INSTITUTION Arizona State Dept. of Education, Phoenix.
SPONS AGENCY Department of Education, Washington, D.C.
PUB DATE Sep 81
GRANT G008006223
NOTE 47p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Activity Units; *Basic Skills; Childhood Interests; Citizenship Education; Communication Skills; *Community Education; *Elementary School Students; *Experiential Learning; Language Skills; Outdoor Education; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Primary Education; Reading Skills; Writing Skills; Young Children

IDENTIFIERS Mathematics Skills

ABSTRACT

This guide provides suggestions for parents of elementary school children on how to help a child learn basic skills through community education. Nine community situations are described in which language, mathematics skills, and citizenship are developed. Activities and specific questions that parents can use are described when in the park, at the bank, at the supermarket, on the freeway, at the post office, at a museum, on a walk, at a factory, or at a library. Forty-three listening and reading skills, 46 speaking and writing skills, 46 mathematics skills, and 48 citizenship skills are cross referenced with each of the 10 community activities. (BPB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED211703

Community Education Proven Practices

II

LEARN IN THE COMMUNITY How Parents Can Help Children Learn Basic skills

Developed pursuant to Grant No. G008006223
by the Arizona Department of Education, 1980-81

Lettie B. Cale, Project Director

Written by Laurel Kimball, Assistant Director

Funded by the U. S. Department of Education
under Title VIII, of the Elementary and
Secondary Act of 1965 (P.L. 95-561), Community
Schools and Comprehensive Community
Education Act of 1978.

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Superintendent

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
- ☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Arizona St. Dept. of Ed.

2

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CE 030 946

ARIZONA DEPARTMENT OF EDUCATION



Carolyn Warner, Superintendent

Dr. Jim Hartgraves, Deputy Superintendent

Education Services
Division

Dr. Thomas R. Reno
Associate Superintendent

General Operations
Division

Mr. James J. Brunstein
Associate Superintendent

Special Program Services
Division

Dr. Ray D. Ryan
Associate Superintendent

Business Services
Division

Mr. John M. George
Associate Superintendent

STATE BOARD OF EDUCATION



STATE BOARD OF
VOCATIONAL EDUCATION

ARIZONA STATE BOARD OF EDUCATION

Dr. George N. Smith	President
Dr. John P. Schaefer	Vice President
Honorable Carolyn Warner	Executive Officer
Julietta Bencomo	Member
Geraldine Hembrode	Member
Leon Maehling	Member
Elizabeth Packard	Member
Dr. Henry A. Ryan	Member
Jack Whiteman	Member

The contents of this booklet were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.
[20 U.S.C. 1221e-3(a)(1)]

The Arizona Department of Education is an equal opportunity employer and educational agency and affirms that it does not discriminate on the basis of race, color, national origin, age, sex, or handicapping condition.

Printed by the
Arizona Department of Education
Phoenix, Arizona
Total Copies Printed - 1000
Total Printing Cost - \$670.00
Unit Printing Cost - \$.67
Date of Printing - 9/81

Children can learn ANYWHERE at ANY TIME.

You don't need lots of time.

You don't have to go special places.

You don't have to buy new toys.

Your child can learn wherever and whenever the two
of you are together.

Help your child learn -

wherever you go,

whatever you do.

You can help!

Always ask questions.

Listen to your child's answers.

Praise your child when he or she is right.

Have fun with your child.

Here are some ways for your child to learn
when you are

in the park



or

at the bank



or

at the supermarket



or

on the freeway



or

at the post office



or

at a museum



or

on a walk



or

at a factory



or

at the library



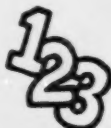
These ideas are just a start. You will think of lots of others!

In this booklet, activities marked by the letters



help with language,

the numbers



help with

mathematics,

and the star



helps your child

think about citizenship.

In the PARK



Write letters (or numbers or shapes) in the sand.



Form letters with body.

Have a treasure hunt. Write a short note telling where a treat is hidden. Have older children find two or three notes before they reach the treat.



Mark shapes on child's back. Have child guess if you marked triangle, square, or circle.

Fold paper airplanes. Notice shapes made on paper as you fold. They fly the plane!

More in the PARK

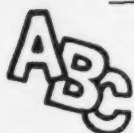
Make shadow sculptures. Notice which is longer, which shorter.

Go on an "I'm Rich Hike." Fill a paper bag with "gold" (pieces of litter) you find in the park.

At the BANK



While waiting in line, play "I Spy." Say: "I see something that starts with the sound of _____ and is the color of _____."



Have child help fill out deposit or withdrawal slip. Find date on calendar so can write it on slip.

Help children open their own savings account. Have them count the money to put in account. Help them write their names clearly.



Have young child find numbers.

Ask how much left from 20¢ if spend 10¢. From \$1.00, if spend 45¢, and so forth.

More at the BANK

Watch on clock to see how long you stand in line. Have child say what time will be on next hour.

Have child figure out what coins and bills it will take to make a certain amount of money (such as the check you have written).

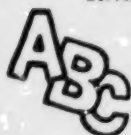


Talks about the bank. What is its purpose? What do workers need to know about numbers? about reading?

At the SUPERMARKET



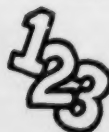
Give child coupon and have him or her find the item shown.



Bring a label from home. Have child find item.

Have older child write some items on list and then find them at the store.

Count number of items you buy from bottom shelf.



Count items in basket as you give them to checker.

More at the SUPERMARKET

Have child figure out best buy in ice cream (or paper towels or other products).

Give child a quarter and have him or her tell you what can be purchased with it.

Have child buy a small item at the check-out line. Beforehand, help child figure out amount of change he or she will get and what coins the clerk will probably give.

Weigh $1/2$ pound of apples or other fruit. Then weigh whole pound and show child the difference.

Weigh ten mushrooms and ten apples. Ask if apple or mushroom is heavier.

On the FREEWAY



Spell child's name by finding the letters in order on billboards and other signs.



Find the alphabet in order on billboards.

Read road signs.

Start a story. Have the next person add to it and the next one finish it.

Play a guessing game like this: I'm thinking of a word that rhymes with "_____."

Can you guess it?

or

I'm thinking of a word that is the opposite of "_____."

or

I'm thinking of a word that starts with the sound of "ch."

or of "sh."

More on the FREEWAY

See how many nursery rhymes you both can remember. Teach one of your favorite poems.

Take books, paper, and crayons in the car. Have child work on dot-to-dot book.

On a trip, have child write a story. Or ask child to write about him/herself. What is his/her birthday? Brothers' and sisters' names? What activities is child good at?

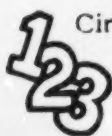
Practice tongue twisters:

Peter Piper picked a peck of pickled
peppers.

More on the FREEWAY

Ask: What shape is that sign? Is it a square? or a rectangle? or a circle?

How many squares can you see?



Circles? Triangles?

How many kinds of trees can you see? or cactus? or animals?

Count signs. Person on driver's side counts on that side of the road, other person counts other side. First to reach 10 wins. You can also count trees or animals. Older children may want to count to 100.

Follow numbered streets. Count up to 100 or as high as they go. Count every 5th street. (5-10-15, etc.)

Sing a counting rhyme like: "This old man, he plays two. He plays knick-knack on my shoe.", etc.

More on the FREEWAY

Practice multiplication tables as you drive.

Look at a map. Find where we are and where we are going.

Write (or say) numbers as far as can.

Have children tell you where to turn to get to school from home. Have them tell how to go to store or other places family goes.



Ask: What would happen if there were no street lights?

Have children make up rules for a new game.

At the POST OFFICE



Waiting in line for stamps doesn't have to be boring. Try activities like these:

Find the alphabet on posters on the walls.



Read the stamp posters. Find a new word on the posters and figure out what it means from the other words.

See how well you remember what you see. Close your eyes and tell what color the floor is or what clothing the parent is wearing.

At home, help child with letter to friend or relative; then mail it at the post office.

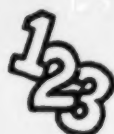
More at the POST OFFICE

Count things:

How many posters are there?

How many lights?

How many clerks? people in line?



Count the number of steps you take from the door to the counter. If you happen to have a tape measure, measure the distance.

Figure out how many stamps you will need for your letters. How much will the stamps cost? Figure out what coins to use to pay.

If there is a clock, have child close eyes until he or she thinks a minute is up.

Keep track of time you wait in line by watching a clock or wristwatch.

More at the POST OFFICE

Ask: Are we first in line yet? or second? or third? How many people are ahead of us? Are we last?

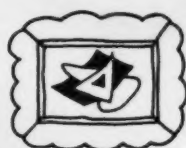
Ask child how to address a letter to him or her. What is the street and house number? the name of the town? the state? the country? (Ask if we need to put down country.)



Ask: Why do we need the post office? How do letters and packages get where they are going?

What do postal workers need to know about numbers? about reading?

At a MUSEUM



Make up, with child, a story about one of the paintings.



Ask: what will happen next in this picture?

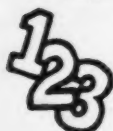
Ask: Is this true or did the artist make it up?

Look for details in paintings. How many hats (or trees or houses) can you find in the paintings in a room?

With child think of a new title for a painting or other art work.

More at a MUSEUM

Find shapes in paintings. (If you think of it, bring paper cutouts of circles, squares, triangles, and rectangles from home. Have child hold them and look for them.)



Ask which painting in room is longest? Which is shortest? Which of two is longer? shorter?

Look for straight lines and curved lines in paintings.

With sculpture, ask child to go behind it, in front of it, and maybe under it.

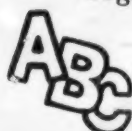


Ask child to choose favorite painting and then to tell reasons for liking it. If you have a different favorite, tell why you like that painting.

On a WALK



Go on an alphabet hike. Look for objects that begin with A, then with B, then with C, and so forth. Older children could find objects beginning with blends like "tr" and "ch."



For ten minutes touch everything with left hand. Then, for ten minutes, touch only with right hand.

Go on a color hike. Count all the red objects that you see as you walk.



Go on a penny hike. Toss a penny; if it's heads, go right; tails, go left.

More on a WALK

Ask child to lead and to tell when to turn as you walk.



Visit a construction site regularly and follow the building's progress.

Practice what to do if lost; tell name, age, and address. Also tell phone number and parents' names, if able.

At a FACTORY



Ask lots of questions.

Help your child understand.

Ask questions like these (depending on the kind of factory):

What is being made or done?

What does the machine do?

Why did they do that?

What will happen next?

Are two people doing the same job?

Who is the boss? Why is he/she needed?

What does worker need to know?

To do their job, what do the workers have to read? What do they have to know about numbers?

More at a FACTORY

What training do they need? Where would they get training?

How does the product get from factory to us?

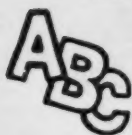
Afterwards:

Have child tell you or a friend how factory made product.

At the LIBRARY



Help your children get a library card. They will usually be asked to print their own names.



Check out a book for yourself. Children usually want to do the same things their parents do.

Look up a subject such as "Cats" in the card catalog. Show child that the catalog drawers are marked in alphabetical order.

Check out a book about pets to learn how to take care of your pet at home.

More at the LIBRARY



Ask: Why are we quiet in the library?

What would happen if everyone was noisy?

How does a library help us?

COMMUNICATION SKILLS CHART

Listening and Reading

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Kindergarten</u>										
1. Follows spoken directions.	●									
2. Shows a sense of humor.										
3. Responds in rhythm to music (run, march, hop, skip, and gallop).										
4. Names words that rhyme.			●							
5. Points to body parts when asked.										
6. Recognizes likenesses and differences in shapes, sizes, and colors.	●					●				
7. Puts picture cards in proper order to tell a story.										
8. Shares books or records from school with the family.							●			
9. Points to and names letters of the alphabet.		●		●						●
10. Matches small and capital letters.				●	●					
11. Uses left to right eye movement.					●					
12. Recognizes place in space. For example: front-back, top-bottom, together, between.										

COMMUNICATION SKILLS CHART

Listening and Reading

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>First Grade</u>										
13. Listens to others.										
14. Knows the difference between fact and make-believe.								●		
15. Identifies sounds of letters in words using phonics skills.			●		●					
16. Reads basic sight words for grade one.		●								
17. Uses correct phrasing during oral reading.										
18. Labels familiar objects.	●									
19. Reads words and sentences from left to right.					●					
20. Follows punctuation marks while reading aloud.										
21. Picks out details. For example: picture, object, rhyme, story.								●		●
22. Identifies main idea in a simple picture or story.								●		

COMMUNICATION SKILLS CHART

Listening and Reading

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Second Grade</u>										
23. Follows three-step directions in order.										
24. Recognizes difference between fact and opinion.				●				●		
25. Retells story in proper order.								●		
26. Blends sounds to form words.		●						●	●	
27. Recognizes and sounds out words in reading using phonics skills.					●	●				
28. Reads compound words. For example: everything, cowboy.										
29. Reads basic sight words for grade two.										
30. Answers questions to stories heard or read.									●	
31. Reads independently for enjoyment.										
32. Recognizes meaning of new words using other words in the sentence or story.										●
33. Alphabetizes words by first letter.										
							●			

COMMUNICATION SKILLS CHART

Listening and Reading

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Third Grade</u>										
34. Predicts endings of stories.										
35. Draws conclusions from stories.		●								
36. Identifies cause and effect in short stories (Why? How?).						●		●		
37. Recognizes contractions. For example: don't, can't.										
38. Identifies opposites. For example: happy, sad.		●								
39. Identifies words that mean the same. For example: happy, glad.		●								
40. Divides words into syllables. For example: kit/ten.										
41. Classifies words in groups. For example: fruits, tools.		●								
42. Reads basic sight words for grade three.										
43. Reads for a purpose: information and pleasure.		●					●			●

COMMUNICATION SKILLS CHART

Speaking and Writing

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Kindergarten</u>										
1. Gives full name, age, and home address.					●					●
2. Repeats words in proper order.										
3. Expresses complete thoughts.										
4. Retells a story in order.									●	
5. Shares experiences with the class.										
6. Holds pencil in writing position.										
7. Stays within lines when coloring pictures.										
8. Cuts with scissors following line.										
9. Copies shapes					●					
10. Connects dots to make an unbroken line.		●								
11. Draws an unbroken line between parallel lines without touching ().										
12. Prints first name.						●	●			

COMMUNICATION SKILLS CHART

Speaking and Writing

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>First Grade</u>										
13. Gives telephone number, birthday, and parent's name.		●			●					
14. Repeats words in proper order (five or more words).		●								
15. Shares experiences with the class.										
16. Takes part in a play or story.										
17. Recites simple poems.		●								
18. Writes and names capital and small letters. For example: Vv, Gg.										
19. Prints words.										
20. Uses a period at the end of a sentence.										
21. Capitalizes names.										
22. Writes an original story.		●								
23. Writes numbers correctly.										
24. Says the letters of the alphabet in order.		●								

COMMUNICATION SKILLS CHART

Speaking and Writing

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Second Grade</u>										
25. Answers the telephone.										
26. Takes part in class discussions.										
27. Gives directions to find familiar places.		●								
28. Makes up a two-line rhyme.		●								
29. Knows the difference between statements and questions.										
30. Uses period or question mark correctly at the end of a sentence.										
31. Uses and writes "s" and "ing" endings.										
32. Capitalizes the first word of sentence.										
33. Corrects spelling in familiar words.	●									
34. Prints clearly.	●									
35. Writes the letters of the alphabet in order.										

COMMUNICATION SKILLS CHART

Speaking and Writing

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
Third Grade										
36. Makes a telephone call.										
37. Makes introductions of self and others.										
38. Writes a title or a different ending to a story.								●		
39. Writes a simple letter and addresses an envelope.									●	
40. Recognizes the difference between complete and incomplete sentences.										
41. Expresses past, present, and future time correctly. For example: saw, see, and will see.										
42. Writes and proofreads own stories.										
43. Capitalizes the pronoun "I".										
44. Uses period, question mark, and exclamation mark correctly.										
45. Spells most basic sight words.										
46. Writes cursively (handwriting).										

COMMUNICATION SKILLS CHART

Computation (Mathematics)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Kindergarten</u>										
1. Recognizes "first", "last", "more than", and "less than".										●
2. Recognizes "above", "below", "inside", and "outside".	●							●		
3. Recognizes left and right.					●					
4. Points to and writes numbers (numerals) 0 to 9.				●		●				
5. Counts by ones to 20.		●			●					
6. Recognizes shapes (circle, square, triangle, rectangle).		●		●				●		
7. Counts objects through 9.		●			●					●
8. Recognizes pennies and nickels.	●				●	●				
9. Recognizes that the number of objects in a group is changed by adding to the group.										
10. Identifies groups up to ten objects.										
11. Identifies which of two objects is "longer".				●						
12. Identifies which of two objects is "heavier".	●									

COMMUNICATION SKILLS CHART

Computation (Mathematics)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
First Grade										
13. Points out and names pennies, nickels, dimes, and quarters.	●					●				
14. Adds and subtracts sums to 10.										
15. Counts by ones to 100.		●			●					●
16. Reads and writes numerals (numbers) to 20.										
17. Knows the difference between "longer-shorter" and "longest-shortest".				●				●		
18. Names symbols: plus (+), minus (-), equals (=), is less than (<), and is greater than (>).										
19. Counts by tens to 100. For example: 10, 20, 30, 40										
20. Names the days of the week.										
21. Identifies groups with the same number of objects.										
22. Tells time to the nearest hour.			●			●				
23. Demonstrates understanding of 1/2 and 1/4 and recognizes the symbols.	●									

COMMUNICATION SKILLS CHART

Computation (Mathematics)

COMMUNICATION SKILLS CHART		Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
Computation (Mathematics)											
<u>Second Grade</u>											
25.	Knows numbers which show order and rank. For example: 1st, 2nd, 3rd, etc.	●									●
26.	Adds a column of one-digit numbers without carrying. For example: $\begin{array}{r} 3 \\ 3 \\ +2 \\ \hline 8 \end{array}$										●
27.	Tells time to the nearest hour and half-hour.			●			●				●
28.	Counts by twos to 100.										
29.	Counts by fives to 100.										
30.	Recognizes in three-digit numbers the value of hundreds, tens, and ones. For example: 236 = 2 3 6 100 10 1										

Computation (Mathematics)

31. Measures length to nearest meter or foot.
32. Adds or subtracts money to one dollar.
33. Recognizes and writes numbers to 100.
34. Solves one-step word problems.

Store			●		
Freeway			●		
Waiting Room					
Park					
Walk					
Bank			●		
Library					
Museum					
Factory					
Post Office			●	●	●

COMMUNICATION SKILLS CHART

Computation (Mathematics)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
Third Grade										
35. Recognizes symbols and understands the concepts of $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$.										
36. Names missing number up to sums of 20. For example: $7 + ? = 11$.										
37. Measures to the nearest centimeter or inch.										●
38. Multiplies numbers to 45 (1×0 through 5×9).		●								
39. Recognizes and writes numbers up to 9,999.						●				
40. Recognizes in four-digit numbers the value of thousands, hundreds, tens, and ones. For example: $7,236 =$ 7 1,000 2 100 3 10 6 1										
41. Adds two-digit numbers with carrying. For example: $\begin{array}{r} 1\ 67 \\ +35 \\ \hline 102 \end{array}$										

COMMUNICATION SKILLS CHART

Computation (Mathematics)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Third Grade (Continued)</u>										
42. Subtracts two-digit numbers with borrowing. For example: $\begin{array}{r} 215 \\ -18 \\ \hline 17 \end{array}$						●				
43. Checks answers to two-digit subtraction problems by addition.										
44. Solves simple word problems of more than one step.										
45. Reads the calendar and writes correct date.						●				
46. Completes simple number patterns. For example: 2, 4, 6, <u>?</u> , 10, 12.		●								

COMMUNICATION SKILLS CHART

Citizenship (Rights, Respect and Responsibility)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Kindergarten</u>										
1. Attends school on time.										
2. Shows respect for self.										
3. Takes part in group discussions.										
4. Responds to humorous situations.										
5. Knows and follows classroom rules.										
6. Takes care of materials and property used.			●							
7. Treats others with respect.										
8. Identifies home town and state.										●
9. Shares with others.										
10. Recognizes the role of family.										
11. Seeks companions for play.										
12. Cooperates with others in play activities.										

COMMUNICATION SKILLS CHART

Citizenship (Rights, Respect and Responsibility)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>First Grade</u>										
13. Completes work on time.										
14. Works alone when appropriate.										
15. Understands and follows school rules.							●			
16. Shares personal opinions.								●		
17. Works with others to complete tasks.										
18. Listens attentively to others.										
19. Shows respect for family members.		●								
20. Shows positive attitude toward work and play activities.										
21. Understands how own behavior affects others.							●			
22. Helps make decisions using voting process.										
23. Says Pledge of Allegiance.										
24. Describes the best routes to and from home and school.		●								

COMMUNICATION SKILLS CHART

Citizenship (Rights, Respect and Responsibility)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Second Grade</u>										
25. Completes homework and other assignments on time.										
26. Allows others to work undisturbed.							●			
27. Creates games with rules.		●								
28. Displays pride in own work.										
29. Knows what services are available in the community.	●	●	●	●	●	●	●	●	●	●
30. Describes self as worthwhile person.		●								
31. Recognizes the need for authority.		●					●			
32. Accepts the decision of the group.										
33. Recognizes the rights of self and others.										
34. Works to improve school.										
35. Makes decisions concerning right and wrong.										
36. Tells how things learned at school are used outside of school.									●	●

COMMUNICATION SKILLS CHART

Citizenship (Rights, Respect and Responsibility)

	Store	Freeway	Waiting Room	Park	Walk	Bank	Library	Museum	Factory	Post Office
<u>Third Grade</u>										
37. Accepts responsibility for own actions.										
38. Describes relationship between community, tribe, state, and nation.										●
39. Participates in class elections.										
40. Describes self as valuable group member.										
41. Respects others' right to privacy.										
42. Accepts agreed upon rules in games.										
43. Respects others' property.										
44. Describes roles in group or community.						●			●	●
45. Uses community resources (library, recreational, etc.).	●			●		●	●	●	●	●
46. Tells why groups have rules.										
47. Shows honesty.										
48. Makes independent decisions.					●					